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The Making of Good Citizens

Journal of EDUCATION

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JOURNAL of EDUCATION

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EDITORIALS

The Americanized America

THERE has been a miraculous Americanization of America since 1920. From the English settlements of 1606 and 1620 everything had a vista of a western vision. The South looked westward with a view of a Southern America, and the North looked westward with a pioneer spirit.

Until the close of the Revolutionary War there was a genuine American spirit in all the Coast states, and there were no others.

For half a century after the Revolutionary War the South was the dominant force civically and agriculturally.

From 1865 to 1915 there were few persons born in the United States before 1860 who could speak or write of the relation of North and South from 1850 to 1870 wisely.

This has been changing rapidly since 1920, and one of the main factors producing this change has been the automobile and good roads.

Thirty years after 1865 there were three hundred registered automobiles in the United States. Twenty years later there were 2,500,000 registered cars, and in 1927 there were 3,500,000 cars manufactured in the United States. That was a million more cars than were registered twelve years before.

Since 1920 there have been nine boulevards from the extreme North to the extreme South, with a steady use of each of them all the time going from one section to the other. Railroads have also broken into the South from all sections of the North. Coast shipping for passengers and freight has increased marvelously, and airplanes are in the air between the North and South daily.

This change of business relations from East and West to North and South is the most remarkable civic, industrial and commercial transformation known in America before 1920,

On each of these boulevards are modern hotels with every latest appointment alluring tourists going either South or North, and as Mr. Babson has shown so cleverly, the tourist business is now the biggest business in the United States.

Minnesota made a careful study of the value of the tourist business to the state, and reported that in 1927 it amounted to $82,000,000. In New Hampshire it was $50,000,000, and in Maine nearly $102,000,000.

It is established that the tourist business in the Southern states is so fabulous that no one thinks it wise to state the estimate.

This is only one of the factors that has since 1920 entirely Americanized the South industrially, commercially, and agriculturally, and it has done as much for the North as for the South.

California voters by a majority approaching 100,000 have voted to continue to vote for the state superintendent of public instruction. Just why any one should have expected any other result is inexplicable. We have never known voters to vote not to vote on anything however good it might be for them to vote not to vote on something.

A Modified Program

HIGH SCHOOL work must have flexibility whenever the regular program does not fit a group of students. This is admirably arranged in part-time high schools. The first year, being full-time high school work, magnifies subjects and parts of subjects that all young people will have use for.

After that in the every-other-week plan the useless features of subjects are eliminated. English is always emphasized, and the correct use of significant grammar is insisted upon, while artificial grammar is studied lightly. Idiomatic English is in good use whenever it is natural for a student to use it.

Industrial mathematics and business arithmetic are magnified. Industrial chemistry, industrial physics and electricity receive much attention. Drawing is insisted upon. Industrial geography and industrial history receive special attention.

Music is the first thing on Monday throughout the course.

New York and Chicago appear to have been somewhat anxious about educational finances. We have hinted of some such possibility in many cities in our series of articles on "The Public Schools."

Marvelous Applied Science

A SIXTEEN-MILE tunnel in the San Francisco plan to bring water into the city has been completed. It was entered from two sides of the mountain, sixteen miles apart. It is part of an eight-million-dollar scheme.

The engineers had to determine heights and depths, widths and levels at each end, and all along the sixteen miles of tunneling, but such was their faith in their science and in their instruments that when the two approaches met there was not an inch variance in width, height or level. That is exact science in engineering. If each of those engineers has a son of sixteen years of age, I wonder if these sons have been engineered from childhood and youth as skilfully, with as reliable faith as the engineers had in tunneling from each side of that mountain. Sixteen years and sixteen miles should appeal to scientific fathers in much the same way.

Glass of Virginia

E. C. GLASS, superintendent of Lynchburg, Virginia, for fifty years, is the Dean of City Superintendents of the New World, and on January 9 his city and the educational leaders of his state are to give him a banquet such as has honored no other city superintendent. He has been a leader in various important lines, and has been the vital factor in many crises in the last half century, and he appears to be ready for many more years.

The Long-Suffering Student

By all odds the most important magazine article of December, if not of all magazine articles of 1928 for school men and women, is in World's Work, "The Long-suffering Student," by Dr. Charles F. Thwing. It touches vital phases of education today with the virility of wide experience, heroism of independence of professional prejudice, and humanism of a life of sympathetic leadership of youth. It should be issued as a pamphlet with the circulation of "A Message to Garcia."

University of Nebraska girls for the second year won the prize in the International Live-Stock Exposition in Chicago on December 5. There were eight teams of men in competition with these college girls. Who does not believe in youth?

On Sick Leave

ONE of the vexing "questions" in a city system is the question of pay for teachers who are absent from school on account of illness. The city of Pontiac, Michigan, upon the recommendation of Superintendent James H. Harris has adopted the following plan:—

> A teacher may be absent for certified illness during any one school year, not to exceed ten (10) days, without loss of pay.
>
> Teachers not absent may accumulate the unused portion of the ten (10) days up to a total of not to exceed fifty (50) days.
>
> This means that a teacher who has not missed a day for illness or other cause, over a period of three years, will have accumulated thirty (30) days of unused sick leave.
>
> If then in the fourth year she should fall seriously ill it would be possible for her to be absent for forty (40) days without loss of pay—ten days for the current year and thirty days accumulated during the preceding three years.
>
> In case a teacher has been fortunate enough

to accumulate one hundred (100) days of unused sick leave, representing ten (10) years of uninterrupted attendance, she may be granted, without loss of pay, fifty days' leave of absence, representing ten school weeks, for rest, travel, or study, but not for gainful occupation.

California has more than 1,600 elementary school districts with little one-room schools with from one to thirty pupils, and only a few more than 500 districts have as many as 100 pupils.

Eight Years of Educational Progress

THERE has been greater educational progress in the last eight years than in the last fifty years of the nineteenth century. State superintendency has been absolutely stabilized and its efficiency recognized. For the first time the Federal Commissionership of Education has been offered to a state superintendent.

Chairmen of school boards have been doing most unusual public service. In one Southern city the chairman of the school board has provided a fund of $50,000 for inspiring lectures to High School students. In another Southern city the chairman of the board has given $100,000 in various ways for special activities in the schools. In one of the five large cities of the country the retiring chairman of the school board presented the secretary of the school board and the superintendent of schools each with $5,000. In another large city, in which the superintendent died suddenly in the prime of life, a former chairman of the school board provided a fund adequate for the support and education of the three children through college. These are just samples of the spirit of the times.

In many cities all boys and girls can receive a High School education and learn to earn a living and get a permanent position upon graduation. In a very lively Southern city all the youth in school are courteous on the street, in street cars, in public audiences and in the home, as the definite result of the school activities of the city.

In a Western City every boy from twelve to eighteen is accounted for fifty-two weeks in the year, and any indication of waywardness receives expert attention from specialists, who devote all their time to preventing wayward tendencies. No boy is ever asked why he left school, but rather, why he does not go to school. The difference between the two questions is vast. The first question blames him. The second question finds out why the school is to blame. Many specific illustrations in all cases were given by the speaker.

Missouri has 1,595 districts that cannot raise $400 to run a school eight months, and 3,383 districts that cannot raise $650 under the state law. This is a statement by State Superintendent Charles A. Lee, who gives ten reasons why the state needs a larger unit of taxation.

The School Neighborhood

CHICAGO seems to have had a rude awakening to the necessity of cleaning up and cleaning out the school neighborhoods. It appears that the soft drink shops near a public school were really booze dens, in one of which a student was fatally shot by the keeper of the resort. The revelations are unbelievable. Superintendent William J. Bogan is just the man to make thorough work of this clean-up. He is fearless and resourceful.

A Great Achievement

THE National Education Association headquarters has another famous achievement to its credit. The National Broadcasting Company for the first time set aside a nation-wide radio hour for American Education Week. This was on the evening of Saturday, November 10, from 10 to 11, eastern time; 9 to 10, central time; 8 to 9, mountain time; and 7 to 8, Pacific time. The hookup sent the program to every section of the continent, and the features presented were inspiringly national in character.

Purpose of the Boston Survey

THE Boston Survey, of whose personnel we recently wrote, was created to report upon various phases of school activities for which large increase in expenditure is assumed to be responsible.

A study of vocational education with special reference to shop work.

A careful study of the curriculum with a view to ascertaining whether or not subjects are being taught which are of so unusual a nature as may be broadly classified as "fads and fancies."

Survey of buildings which will become obsolete within the next ten years.

A study of the growth and shifting of population as related to a building program.

A comprehensive ten-year building program.

Construction of high schools by sale of bonds (long-term or short-term) as distinguished from the "pay as you go" policy.

Survey of such other educational aspects of the school system as appear advisable to the Survey Committee, and which have a bearing upon the increased cost of the school system.

It was specified that a majority of the committee should be citizens of Boston, and not be officially connected with the School Board or with the teaching force.

Belding's Page

HER FREEDOM EARNED

THE announced retirement of Mrs. Susan M. Dorsey from her post as Los Angeles superintendent foreshadows a distinct loss to the profession. Yet no one will blame Mrs. Dorsey. She has given herself devotedly to the public schools of Los Angeles for thirty-two years. During the past nine years she has rendered noteworthy service as superintendent. She approaches her seventy-second birthday with the realization that she has not had more than two weeks' vacation in the past ten years—and now she wants to be free. She wants to read, and read, and read; to attend lectures; to travel and see and do things.

To be free and at the same time to be occupied in pleasant ways, as Mrs. Dorsey undoubtedly will be, is a deserved reward of a lifetime spent in splendid endeavor. While other women have been trying their abilities in a multitude of fields, Mrs. Dorsey has been quietly demonstrating her usefulness in one of the greatest, most rapidly developing city school systems in America.

ATHLETIC SCOUTING

HIGH School athletes whose physical prowess wins them distinction do not worry much about college. Pathways are made smooth for them. They may have difficulty in choosing which institution of learning—and sport—they will favor with their presence. Flattering inducements have come to these "lucky" boys from several competing sources. The colleges themselves don't enter into such competitions, of course. The fault is with certain of their alumni. Alumni want athletic victories and are willing to pay for them. So they scout around for promising material from which such victories can be produced. They watch the secondary schools. When they see a lad who is a winner, they get after him with honeyed words and liberal assurances.

Whether the gates of colleges close as quickly against admission candidates who are known to be athletes as against other applicants having no better scholarship to offer, depends upon the colleges. Faculties are not always eager to be interviewed about these matters.

The effect upon the boy himself who chances to possess the desired qualities of an athlete—the effect upon him of being courted and urged and subsidized and perhaps pulled past entrance barriers, is enlightening, but not educational in the truest sense. In fact it is the opposite of educational. He almost inevitably grows conceited. He regards training of the limbs as highly important; training of the intellect as nothing but a sort of bugbear, a penance one has to pay for being a college undergraduate. And he goes out into the world an alumnus, ready to boost his alma matter athletically and to pull her down intellectually, as he has seen others do—without knowing what it was all about.

The non-athletic boy who wants and deserves an education, but has no one to clear away the obstacles, financial or scholastic, is often astonished at the progress of his dumber classmate, for whom opportunities open so magically and so mysteriously.

College faculties will have to sense this evil more keenly than most of them appear to sense it, before their alumni can be brought to a realization of the mischief which the zest for athletic success is causing.

BUT ALUMNI CAN HELP

AS ONE college president remarked, the main reason that prisons get along so well is—they have no alumni to attempt running them.

It was a facetious remark, to be sure, and it utterly blinked the great mass of facts which could be presented on the other side. Alumni are an institution's most precious asset. If at times they, or some of them, become liabilities, they can be guided to the other side of the ledger by any upstanding, right-thinking president backed by a faculty of real educators.

Fortunate, indeed, is that college whose alumni undertake, with earnest understanding of their alma mater and its aims and traditions, to help in the selection of new members for the undergraduate body. Such alumni do not ask exclusively about a boy's legs. They inquire into his home background; his intelligence; his capacity for leadership; the likelihood that he will fit into the life of the college while a student there, and be a credit to the college afterward. Such help as this is given by some alumni, and is unspeakably valuable.

GOOD-WILL GEOGRAPHY

EVERY time a good-will envoy, a Lindbergh or a Hoover for example, goes forth from the United States, his itinerary is followed with eager interest by boys and girls in their geography classes. Mr. Hoover's recent journey to Latin American capitals has been educational, not only to our President-elect and the officials whom he visited, but to hundreds of thousands of school children in the United States and—no doubt—a good many in the lands Mr. Hoover visited.

Anson W. Belding

Associate Editor.

About the I. Q.

By W. D. COMMINS
St. Louis University

EVER since the I. Q. was invented a few years back, there have been many attempts on the part of investigators to connect it with almost every imaginable situation under the sun. Some of these have been rather instructive and others have been just amusing, but they have always seemed to attract a good bit of attention because of the newness of the invention and because of the attempt to reduce to numerical terms an estimate of a person's intelligence. But the least that may be said for all of them is that they do represent a serious attempt to apply the scientific tape-measure to a person's behavior. They mark a beginning. Some of the problems, indeed, would not have offered much hope of successful attack unless scientific methods of measurement had become available.

There are a few relationships bearing on the I. Q. that have come to the fore lately which are rather interesting. Some of these are interesting because they have been close at hand, while the others would be interesting in themselves, wherever, or by whomever, they had been investigated.

One of these, close at hand, is the relationship found to be existing between the child's I. Q. and his age in comparison with his brothers and sisters. In a study, participated in by the author, of fifth-grade achievement in a city of about twenty-five thousand population, not only was the National Intelligence Test given to the fifth grade children themselves, but the McCall Multi-Mental Scale was given to all the children from the second grade up. Considerable data on many topics were thus accumulated, and one of these was position in the family as affecting the I. Q.

When the children were given the intelligence test they were asked at the same time to give the names of any brothers or sisters that they might have going to school at the same time. There turned out to be 142 pairs of siblings, or pairs of children who were related as brothers, or as sisters, or as brother and sister. In ninety-nine of these cases the younger member of the pair had a higher I. Q., while in less than half as many, in forty-three cases, the older member of the pair had the higher I. Q. This seems to indicate that the younger members of the family are on the average brighter. Some data bearing on the same question, published by Miss Arthur in the Journal of Educational Psychology, for November, 1926, at about the same time as these tests were made, gave rise to the same kind of a conclusion, that the younger members of a family tend to be of superior intelligence.

This sounded rather strange at first in view of what some investigators had found out concerning the superiority of the first-born in the family. They thought that being the first-born in a family was an advantage, because they found that many intellectually superior children, whom they had called geniuses, were more often first-born than occupying any other position in the group. The picture was complicated still further by what seemed to be a fact, that there is a greater incidence of feeble-mindedness among the first-born than among any other members of a family. Thus the two extremes, the genius and the dunderhead, seemed to represent the first-born more often than the others. But the explanation of any apparent conflict between what the two sets of tests seemed to show may be thought to lie in the possibility that the first-born are more variable. They run to extremes easier, and that as far as the whole group is concerned, they still might not be as bright as the younger children on the average.

Another relationship that emerged from our study was in connection with those pupils who for want of a better name were called "transients." They were "transients" in so far as the two school systems were concerned, the public school system and the parochial school system. These transients, as they were called, were the ones who were continually going back and forth from the public schools to parochial schools, and vice-versa. There happened to be over two hundred of these pupils and they were compared in intelligence with the rest of the school children in both systems. It was found that on the whole they were six points in I. Q. below the other or normal members of the school population. There are, of course, many reasons why a pupil should transfer from the public school to the parochial school, or vice-versa, such as distance from the school, lack of parental interest and control, and probably dislike of the teacher, which might not be connected with intelligence or the lack of it in any close manner. And so we might expect to find among the transients just as bright individual children as among the more stable members of the group. This was true. But when we compared their averages, the transients were distinctly inferior. Many of the other reasons that would cause a change of school are apparently connected with the I. Q. and leave their effect upon the showing that such a group makes in an intelligence test.

The importance that had always been laid upon the I. Q. by those who have used it in reporting the results of intelligence tests among school children,

naturally raised the question quite a while ago as to just how stable it was during the child's career. Every one wanted to know if it changed as the child grew older, and if it changed, just what was the size of the variation. It took some time to get any data on this point, because nothing else would satisfy than to have the same children tested year after year for quite a long period. This could not be done evidently until intelligence tests had existed for some time, and it is only within the last few years that much definite data has accumulated. Since the I. Q. was supposed to be determined by the child's heredity, then it was not supposed to vary.

The results so far amassed do not show that the I.Q. is absolutely without change or variation from year to year, but that could hardly be expected of any scientific measurement. But the change does seem to be relatively small. If we express it in statistical terms, we might say that the data reported seem to show that the probable error of estimate over a period of years, in some cases six years, is about five points. This means that a child's I. Q. has about equal chances of showing a difference of five points the next time he is tested, and the probabilities are against its changing by more than five points. This degree of change is relatively small, especially when we consider that it is not yet impossible to eliminate wholly the personal factor from mental tests, and that different examiners often conduct the succeeding examinations.

There was a very interesting case reported in the Journal of Applied Psychology over a year ago, which showed just how constant the I. Q. might remain, even under conditions where we might very naturally look for a large change. Two small girls, one eleven and the other eight, in age, were given an intelligence test to see if they were fit children to be taken into the home and school maintained by the Loyal Order of Moose at Mooseheart, Illinois. They were admitted from a rather poor home environment. The father and mother were dead at the time the children were first seen, and the children had been living for some time with their aged grandparents. A few months prior to their examination the grandmother had also died. The children had stayed on with the old grandfather until conditions became so bad that neighbors reported the case to the Moose Lodge to which the father had belonged. They had gone to school very little, and in recent years, at least, had gone only during the few months when very meagre outer clothing and unshod feet would permit. When a representative of the lodge visited the home to take the children away he found the grandfather very loath to give the children up, in spite of the fact that on that day the meals had consisted entirely of pieces of bread broken off the loaf and dipped into bacon fat.

"At the time of the first examination the girls reminded one of nothing so much as little hunted and haunted rabbits. Their reactions were those of children who have never had any social contacts, and they were at a loss to know how to respond to other human beings in the least strange to them."

According to the birth dates since settled upon, Grace's I. Q. on the first examination was seventy-three, and Lulu's was seventy-seven. The children at best were borderline and may be even feeble-minded, provided, of course, that the terrific conditions under which they had lived might not have actually lowered their I. Q. Under the circumstances it seemed best to give the children the benefit of the doubt and admit them to Mooseheart, where they would be living under a much better environment and might improve if they were capable of doing so. Mooseheart is reputed to be a rather model institution for the care of such orphaned children, giving them expert health service, dietary care, and, of course, schooling.

They were given intelligence tests every year for four years after they were admitted, and their I. Q.'s actually showed very little change throughout that whole period. Grace, who started out with an I.Q. of 73, received an I. Q. of 75 at the end of the first year, 75 at the end of the second year, 72 at the end of the third year, and 78 at the end of the fourth year. Lulu, who started out with an I. Q. of 77, received I. Q.'s of 75, 72, 71, and 73, over the four-year period. Their intellectual level was apparently not raised by the beneficial change in the home environment.

There was a change, however, which justified placing the children in the Mooseheart home, but it manifested itself in other traits than intelligence. Their social reactions became so different that when the examiner met them after only a year of residence, they came toward her, extended their hands in greeting, and the older one invited the examiner to have dinner with them. Their weight and physical condition had been looked after with a very noticeable improvement. Both children were being educated to the limits of their ability, and being taught a trade. One of them had become very definitely interested in dressmaking.

In spite of these beneficial changes, however, their quality of intelligence had remained unchanged during five years. "They were feeble-minded in the old environment and they are feeble-minded in the new environment. Finally, it may be said that their old environment is probably only an index of the intelligence of the stock from which the children come."

Judging from results like these it has easily become the opinion among mental testers that the I.Q. is an exceedingly important thing, not only because of its apparent hereditary connections but also

because of its relationship with such a thing as school progress. It has become possible for those who are acting as vocational advisers to make use of the results of intelligence tests in giving advice to school pupils. The child with an I. Q. below 90, for instance, has so often failed in his high school work, that unless there is reason to believe that there are very important compensating factors at work, the educational or vocational adviser would probably shy clear of advising a boy with an I. Q. below that figure to take up the work of the ordinary high school. The cards would be stacked against his succeeding.

That the intellectual maturing of the child rather than any excess experience or excess schooling is the important factor in determining how well the pupil can get along in his school work is suggested by the data accumulated by the author in his study of fifth-grade achievement. Some of the pupils tested had had kindergarten training, but a good many of them had not. It was possible to compare the scholastic standing of the fifth grade pupils who had had such training with the others to see if the kindergarten year had left any impress upon their ability to do such things as reading, arithmetic, spelling, and so on. There did not seem to be any difference that was at all reliable either in intelligence or in their ability in any of the school subjects. Whatever difference did manifest itself was seen to be in favor of those who had no kindergarten training, but it was too small to be worth considering. The figures do seem to show, however, that a year in the kindergarten does not render any appreciable assistance to a child, when he has reached the fifth grade, to do his arithmetic, reading, history, and so on. What seemed to matter more was his intellectual maturity, without considering whether he had gone to kindergarten or not. One extra year of schooling when he was less mature in intelligence did not seem to affect his standing in his school work when he had reached a later age. It may be that the kindergarten did help him out in the first two or three grades, but that the effect had apparently petered out by the time the child reached the fifth.

This may not look to be very favorable to the kindergarten as an educational agency, but the real contribution of this early period may be along some other line than the three R's, such as promoting the child's ability to get along with other children, improving self-expression, or even such a thing as caring for children who otherwise might not have parental care at just this period in their lives.

The biologist and physiologist naturally looks for the basis of this hereditary trait, intelligence, in the constitution of the organism, and in its functioning. Some have even gone so far as to suggest that the lack of intelligence, or feeble-mindedness, may be inherited as a unit character. Another relationship has recently been reported in science, attempting to link up intelligence with the speed of the nerve impulse as it travels over a reflex arc. A group intelligence test was given to over eighty individuals and their scores were correlated with the reflex time to a blow on the patellar tendon as measured by the action current on the surface of the thigh. A high negative correlation of —.87 would seem to indicate that the more intelligent persons had quicker acting reflexes and the less intelligent had slower acting reflexes. This offers an interesting sidelight on the attempt to devise mental tests. They may be carried out hereafter in the physiological laboratory and with the assistance of some such instrument as the string galvonometer, if this experiment is confirmed by later studies.

A Teacher

[Dedicated to Mrs. Evangeline Lindbergh.]

By W. H. MOODY
Principal, Dwight School, New Haven, Conn.

A teacher's life is steady and strong,
As she works from day to day,
A building truth, a righting wrong,
A moulding the living clay.

Not hers the thrill of accomplishment,
Or deed all daringly done;
Not hers acclaim, nor sentiment,
From a startling goal well won.

Hers is a task, the mighty toil
Of making the nations free;
Planting seed in the living soil,
That grows the "progress to be."

The Making of Good Citizens

By LUKE C. RHOADS
Supervisor of Instruction, Mount Vernon, N. Y.

FOR a century the public schools of America have had as one of their primary objectives the making of good citizens. To a large extent their efforts have been successful. They deserve high commendation for what has been done. Nevertheless, laymen as well as educators have often questioned the worth of some of the methods used and the value of the results secured. Many progressive teachers of civics have recognized the merits of the criticisms. They have investigated, studied, formulated new objectives and introduced new practices. They have made a distinct forward step in the training of boys and girls for present as well as future participation in community affairs.

Formerly teachers emphasized the mechanical end of civic education. They stressed the study of the machinery of government rather than attempted to stimulate right kind of civic responses. Insisting that pupils commit to memory the technical phases of the form and structure of government, emphasizing a great deal of unrelated information which is of only passing importance, generalizing, drawing conclusions and actually making applications of general principles for their pupils, are a few of the practices which have been discontinued.

Progressive civic teachers, today, have an entirely different viewpoint and practice exercises which are far more effective in making better citizenship in the school and in the community. A few of the newer objectives are: the recognition on the part of the teacher of pupils' present-day social problems in order to direct the development of principles which make for the modification and control of behavior; secondly, the training of an understanding of civic aspects of present-day problems, social, political, and industrial, in order to develop a civic intelligence; thirdly, inculcating an appreciation of the services of the modern city, state, and nation to the individual and the group in order to create a desire to meet intelligently the opportunities and to discharge faithfully the duties of a citizen; fourthly, developing certain habits, ideals, and attitudes in order to guide and influence individuals in making right responses in new and critical situations. These apparently quite abstract objectives are reached by practicing daily exercises which in themselves may appear simple yet in their far-reaching influences are decidedly important. A few of these activities will be described.

The class discussion revolves about immediate and permanent problems. The facts in connection with the solving of these problems are obtained by the pupils themselves from reference books, magazines, parents, social workers, heads of departments of city and county governments, business and professional men, fellow pupils and by actual observation of the social activity under consideration. Facts learned in this way make deep impressions. The marshaling of the facts in an orderly manner, generalizing, drawing conclusions, formulating fundamental principles and making applications are done by the pupils themselves. The principle that learning is accomplished through self-activity is the basis for this practice. Problems are often selected by pupils themselves, thereby insuring interest. Problems are graduated in difficulty so that all levels of mental ability will be taxed to the utmost. A few type problems are: To prepare a code of sportsmanship for pupils to follow in all school games and inter-school contests; to find the constitutional rights of a person accused of crime; to consider the importance and the economy of city planning. In brief, the problems may be classified under such general topics as school citizenship, law observance, public safety, education, recreation, banks, individual and group economics, insurance, county, state and national governments.

Pupils are given an opportunity and encouraged to keep notebooks in connection with the solution of the problems, always illustrating their conclusions by pictures, charts and graphs; to investigate occupations, making a study of the disadvantages and advantages which they offer, writing a detailed report of this in their "Career Book"; to display on bulletin boards slogans for the school and community, clippings, reports and surveys; to attend public meetings where matters of public concern are discussed; to participate actually in class and school government, thereby getting practical experience daily.

By following such a training as outlined, civic competency will be cultivated in youth so that it will carry over into adult life. A specific procedure is thus formulated in civic education designated to produce the many scores of factors which make up the sum total of any particular adult's civicism. Knowledge, habit formation, attitudes and ideals and every other important specific civic competency are receiving their proper amount of emphasis.

Is it not evident from this brief review that forward-looking teachers of civics today are using methods which are securing from their pupils the maximum amount of profitable discussion, straight thinking, intelligent decisions, and giving them an opportunity to participate fully in community affairs.

Case Study Procedure

By SAMUEL ENGLE BURR
Director of Research, Lynn, Mass., Public Schools

A CASE study may be defined as a written report, worked out in some detail, as to the various factors influencing the character and progress of an individual pupil.

In August, 1927, the newly formed Research Department of the Lynn public schools was confronted with the problem of formulating a procedure for handling such case studies.

A workable and satisfactory plan has now been evolved. It is described in the following paragraphs. This plan has come to its present form because of the constant helpful suggestions which have come from members of the administrative and supervisory staff. It is not a plan which has been worked out by the Research Department alone.

THE NEED FOR CASE STUDIES

Throughout any school system there are pupils who differ materially, in one particular or in many ways, from the usual type of child. Some have trouble with their regular school work. Some are constantly quarreling with other children. Some are underweight and anemic.

These children are maladjusted in some way, and it is the business of the public school to attempt to find the cause of the trouble. After having found the cause it is usually the duty of the school to correct it. If complete correction should prove impossible, and it does prove so in some cases, then it is certainly the duty of the school to take the condition into account in planning the child's work and in interpreting his reactions.

Many of these problem cases are immediately noticeable to the teacher. She knows that special action should be taken in these cases. Others become apparent only after the results of physical examinations and group tests of mental ability have been given.

It is impossible, however, for the regular classroom teacher to make the detailed investigations required in order to fully understand and diagnose problem cases.

Consequently, this work devolves upon a central agency. In the Lynn public schools the making of case studies of unusual children is one of the duties assigned to the Department of Research. About five hundred of them were prepared during the first year of the department's work.

WHAT DOES THE CASE STUDY INCLUDE?

A complete case study, if it is to be of maximum use, includes a considerable amount of information. The form or blank which has been prepared and used for some time in the Lynn schools includes the following topics:—

1. General information, such as name, address, parent's name, nationality and occupation of parent, date of birth, reason for testing, etc.
2. School History, including grades repeated or skipped, names of teachers, report card marks, etc.
3. Family History, showing names and ages of brothers and sisters, schools and grades attended by brothers and sisters, unusual features or peculiarities of other members of family.
4. Personal and Development History, showing any abnormalities of birth, physique, or development. Age of talking, walking and first dentation. Any illnesses or operations.
5. Physical Record. Usually a superficial examination giving height, weight and conditions apparent without the use of medical instruments. In some cases complete physical examination by the school physician is made.
6. School Work, as reported by the last classroom teacher, or as recorded on the report card.
7. Social and Moral Reactions, referring to companions, social interests, amusements, hobbies, reading habits, etc.
8. Economic Efficiency. A statement as to whether or not the pupil has ever earned any money. Explanation of how such money was used. Statements as to bank accounts or other savings.
9. Results of Mental Tests, Intelligence and School Achievement, M. A., I. Q.
10. Interpretations, Opinions and Recommendations.*

GATHERING THE DATA

All special psychological tests are made in the psychologist's section of the Research Department Offices, under standardized conditions which are the same for all children tested. Special physical examinations are usually made at the offices of the school physicians.

Both of these involve transporting the child away from his school building. It is felt that parents are entitled to a knowledge of the child's whereabouts. It is also felt that the parent should grant written consent for transporting the child for these special tests.

The teacher's first step, then, in requesting that a case study be prepared, is to send to the parent a statement as to the reason for the tests (better adjustment of the school offerings to the child's needs). This includes a statement which is to be

* This particular arrangement for the case study, as used in Lynn, was outlined by Miss Mary P. O'Neill, psychologist of the Lynn public schools. She also prepared the three-page "Request for Testing" blank mentioned later in this article.

signed by the parent, granting permission for the transportation of the child to the School Administration Building and to the physician's office.

Usually, the parent's signature is easily secured. Occasionally, the visiting teacher has to be called upon to visit the home and explain the reason for the testing, before the consent is secured. In rare cases, when the parents will not sign, the psychologist goes to the child's school and administers the tests there. This involves a loss of valuable time, however, and means that the tests are not given under standard conditions.

After the parent's signature is secured, the classroom teacher next prepares a formal request to the Research Department, asking that a case study be prepared.

This request passes through the hands of the principal, who keeps a record of it, signs his approval and forwards it to the grade supervisor. This consists of a three-page mimeographed statement giving the information available to the teacher, such as school history, record of school work, attendance, etc., and explaining why the tests should be given. It also states that the parent has consented to the transportation of the child or else states that the parent's signature has not been obtained, and that it will be necessary for the psychologist to come to the school.

When this blank reaches the grade supervisor she or he decides whether or not some adjustment can be made on the basis of the information already available. Usually the request is approved by the supervisor and forwarded to the Research Department, where it goes to the psychologist.

The psychologist lists the case for a certain day and hour. She notifies the attendance officer, and he brings the child to her office at the appointed time. When the tests are completed the attendance officer returns the child to his school or to his home.

In many cases the visiting teacher is requested to secure the family history, social and moral reactions and related information.

Sometimes a complete physical examination is made by a school physician.

INTERPRETING THE DATA AND TAKING ACTION

This information is gathered together by the psychologist, who assembles it in written form.

In most cases the psychologist and the director of research discuss the case together before a recommendation is made. In every case, however, the psychologist prepares a detailed statement involving her opinions and recommendations.

Now the Case Study is typed in triplicate. One copy remains in the Research Department file. The second copy goes to the supervisor directly involved. The third copy goes into the superintendent's general file, where it is available for his information.

During a major part of the first years of this procedure conferences were held every Friday morning to consider the disposition of the cases completed during the week.

These conferences were attended by the entire administrative and supervisory staff. Each case was fully discussed and a plan of action was decided upon. The reason for having a complete attendance at these meetings was to secure a general understanding of what was being done, and to give proper recognition to every department of the schools in formulating a policy.

Since April, 1928, however, these general conferences to consider case studies have been discontinued. Cases are now considered by the psychologist, the director of research, and the supervisor directly concerned. These act as a committee and their action is subject to review by the superintendent of schools.

When a decision involves the transfer of the pupil from one grade to another, or to some type of special class, the details are handled by the supervisor and the director of attendance. Usually the parent is notified of the change by letter. In those cases where misunderstandings are likely to arise, the transfer is explained to the parent by the visiting teacher, in person.

FOLLOW-UP WORK

So long as the child remains in the schools the case study is not considered complete. Further information is added to it from time to time.

If the new placement or other adjustment does not seem to be satisfactory, the teacher in charge of the child is expected to notify the supervisor, through the principal. Although about 500 individual cases were considered during the first year, only a few such notifications of unsatisfactory results have come during that time. Many favorable reports have been received during the same period, from teachers and also from parents.

During the present school year the Research Department will put into effect a plan to follow up the pupils who were adjusted last year, in an effort to further improve conditions.

Audit your own intellectual assets. —Charles F. Thwing.

A Letter About Santa Claus

By ARTHUR DEAN

News Item: "Tillie, a little seven-year-old girl, living on a farm, is seriously ill, refuses all nourishment, stares at the ceiling, and is sobbing out her life— all because an older child gave her a mortal hurt by telling her 'There isn't any Santa Claus.'"

Now that's a sad state of affairs, and I am addressing this letter to the child and to any other little doubting Tillies:—

Dear Tillie:

Of course there's a Santa Claus. Your playmate doesn't know what he is talking about. Perhaps he heard someone say: "I positively know there's no such fellow as Santa Claus coming in a sleigh, because there isn't any snow here, so how could he come?" Or, "I saw Santa and he was nothing but my Daddy." Perhaps your little friend was so disappointed last Christmas in not getting the gifts he wanted from Santa Claus that he's terribly sure that Kriss Kringle will miss your chimney too.

Now, Tillie, Santa Claus is very hard to understand if you get to thinking too much about him. It's all right to think about Santa Claus himself and all the things he'll bring you, but very foolish to try to discover where he is, how he gets to your house, and why he knows just what gifts to put into your stocking or to spread on the floor.

Santa Claus is a queer kind of saint. If we sit up for him he seems to know it and keep away. If we ask him for great big things which cost an awful lot of money, and which we do not really need, he often brings us something which we really needed and didn't know about. And if we commence to wonder how he gets to us without snow on the ground or whether he comes in an aeroplane, we just spoil everything. By keeping mum, little girls don't scare him away.

Tillie, you are a very small girl to understand all about Santa Claus. Even grown-ups don't know much about him. They look very wise, whisper and laugh, just as though they knew everything about Santa Claus.

Everyone in this wide world has a Santa Claus all his very own. I wouldn't give a stick of candy for the kind of Santa Claus that some people have, because they have such a poor one.

Some people who have made a lot of money this year in speculating think that Santa Claus lives near the stock market. There are bulls and bears there, but one can't depend upon finding reindeer.

Some poor children receiving only an orange, a little bag of candy, and a dinner at some institution felt Santa Claus trickling down their throats.

Some rich children, going in nice big cars and all dressed up in furs to give presents to less fortunate children, saw Santa Claus in the wondering eyes of those to whom they gave, and they found Santa Claus in their own Christmas spirited hearts.

Some papas and mammas who had denied themselves a lot of things they needed for themselves, and planned with Santa Claus how their own little boys and girls might get lovely toys, candy, picture books and games, saw Santa Claus even better than you can. And where, Tillie, do you suppose they saw Santa Claus?

And Tillie, here's the very queer thing about Santa Claus. The more we think about having other people besides ourselves see him, the more we think about putting little things in care of Santa Claus for him to give to our own brothers, sisters, papas and mammas and to the less fortunate children in our neighborhood, and the more we share with others our own Christmas happiness, the more we discover that Santa Claus is a very real fellow.

And that playmate who said there was no Santa Claus is a bad, bad boy. If he keeps on being bad when he grows up maybe he won't see that there is a God, or any such things as beauty or love or happiness because he will insist that everything be reasoned out and proven, be manufactured and sold in bulk and paid for with the almighty dollar.

But, Tillie, I'm talking too old for your little ears. So perhaps your papa better take you on his knee and explain to you, because in proportion as he believes in his own particular Santa Claus so he can tell you about your particular Santa Claus.

It's only the very unhappy or very pessimistic or too sophisticated who have no Santa Claus. And my ardent hope is that dear old Santa Claus crashed down your chimney Christmas night and filled your heart with the splendid spirit of Good Will and Happiness. This is the New Year wish of

ARTHUR DEAN.

School Problems

Edited by a School Executive

202. Should mental or physical punishment ever be inflicted upon a child before the class or group? (Ohio.)

No. If you are running a class upon the basis of courtesy, which, in its true definition as kindly consideration of others, is the only sound basis for controlling class attitudes and activities, you can't inflict public punishment, for the simple reason that it is not courteous, and you can't preach or teach one thing and practice another without sowing dishonesty. Corporal punishment is almost impossible on a basis of courtesy in private, to say nothing of public. In the latter case it not only sows dishonesty and fear, but it coarsens your whole atmosphere, and often costs the teacher the confidence and respect of most of those who see it.

By mental punishment I suppose you mean public reproval and disapproval. The same principles hold true here. Reproving and disapproving get you nowhere with pupils. They breed fear, which is deadening, and dislike or even contempt for the teacher, which locks the door to sympathy and understanding. We have still a few rigid old-time teachers who believe in making a child admit he is wrong before the class, but they are rapidly dying out. Nobody wants to admit he is wrong, and pressure on this point antagonizes the pupil and lessens the teacher's influence.

All offences should be handled in private and the cause brought to light by careful, sympathetic study on the part of the teacher. When she finds out what the child is or was thinking and feeling at the time she has some ground on which to go ahead. A pretty good rule to follow is not to dwell on the past in any case, but once the facts and feelings are found to focus on a forward-looking constructive plan, to help the pupil to help himself.

203. How can I get my teachers on to the playground at recess? (New York.)

If you have an old custom of teachers staying indoors and supervising from the windows you have a problem to get them out without making and insisting on their following a hard and fast rule of "all out," the inaugurating of which is apt to make hard feelings. If your physical instructor will arrange and teach games suitable for outdoor play you have a start. These should be followed by some equipment for free play, such as slides, swings, teeter boards and so on. Then comes your plan or program of organized recess, which had better come from a committee of teachers, including your instructors in physical education. Any program or course of study in which the teachers have the major responsibility meets with greatest approval, and is most successful. Student leadership under teacher supervision is a fundamental principle to be included in such a program, and that means teachers in the yard. Directions requiring all the teachers out may need to be very definite and clear. If a teacher is not able to be out at recess, as a rule she is not well enough to be in school. She needs the fresh air and change of scene also.

204. What do you think of this teacher exchange among the English-speaking nations? (Mass.)

I think it is a fine idea to promote harmony through knowledge and understanding. A teacher from America who takes a place in England gets a great deal for herself as well as those to whom she returns. She not only gets new ideas and customs, but the necessary adjustment in clothes, food, and climate are all good for her. It is so easy to get into ruts that change, travel, and study of other people, which this permits without disturbing the living wage, is of untold value. The English-speaking Union is helping to promote this teacher exchange.

205. Why does the modern educated man prefer Zane Grey to Milton?

One reason he prefers Zane **Grey**, who in your mind typifies a modern writer, I suppose, is because he is modern, and the man is interested first in himself and that means the times of today. The past interests him only as it affects the present. That is fundamental with all of us. Then the modern writers are as a rule easier to read, and most of us read at the end of the day when we are tired, and reading becomes a form of easy recreation. More people read the classics than you think perhaps. Library records show this. Then I am also surprised at the number of people who are reading biography and books on modern trends such as economics, travel and psychology; books, that if not as artistic as the classics, are as difficult to read but appeal because of their modern setting. Behind your question I scent a doubt on our teaching of literature. I am not dodging any controversy on our literature procedure. There is much to be discussed and studied in that line, but I do not think you can measure its success or failure by what a person reads later in life. Too many other factors enter into the situation. One of the very definite aims of literature teaching should be a cultivation of good taste in reading, but that is only one of the aims and we must not make the mistake of thinking that all fine literature is English or written in the past.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Life—IV

(Continued from December 24.)

"The day came when the first traveler had drawn so much gold from the mine that had taken the ant heap's place, that he knew not what to do with it. While he pondered a wise man came to him. 'Friend,' said he, 'a hundred leagues from here dwells a man who has gathered the wisdom of the ages into one humble dwelling. Great and many and wise are the works that he has collected. Priceless, also, are they, for in them the spirits of wise men live on forever. How better could you use your vast wealth which fortune has bestowed on you than in the building of a library big enough and beautiful enough to worthily house in safety the results of this man's marvelous toil?' 'You speak wise words,' said the believer in luck. 'Where is there a builder whose skill is equal to the task?' 'Fortunate man that you are,' said the wise man, 'the very builder that you need dwells not a hundred leagues away to the south. He has built castles for kings and spanned mighty rivers and made roadways across the hills. Fate has prepared him for this very task.' 'Let it be so,' said the wealthy man. 'Behold there is a crossroads not a mile from here where I have built a traveler's rest. Hard by are my mines of gold. One month from today I meet two men who many years ago crossed my path. Bring the man of the books and the great builder to that very spot at the moment when the sun rises above the plain. I would have my friends see the work of my hands and confess that luck, rather than fate or work, is the ruling principle in the deeds of men.' When the wise man came to the collector of the wisdom of life, and told him of the words of the wealthy man, he smiled. 'Let it be as you say,' he answered, 'for it happens by a strange coincidence, that in the very same place and at the same hour I have an appointment with two other men.' And when the wise man bore the words of the wealthy one to the great builder, he smiled also and said: 'Let it be so, for strangely enough in the same spot and hour I am to meet two others in an appointment made many years ago.'"

The philosopher paused. "I wish the story were done," said he, "for I am rapidly tangling myself up in the very threads I seek to unravel, like a kitten playing with a ball of wool.

(To be continued.)

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Life—V

"However, on the appointed day the owner of the mines went to the crossroads and set five chairs in the travelers' rest and sat in one of them and waited. The wise man stood near and waited also. Promptly at sunrise the two travelers arrived. The wise man greeted each joyfully and led him to the wealthy one, introducing one as the great collector of rare books and the other as the great builder of the palaces of kings.

"When the three were seated the wealthy one said: 'I await two others who fifteen years ago made a solemn vow to meet me here at this hour. I shall know them, for each bore a third of a silver snake.'

" 'Behold the body,' cried the collector.

" 'Behold the tail,' cried the builder of palaces.

" 'This is indeed marvelous,' cried the wealthy one. 'Behold here is the head.'

"When the three had made merry over the happy reunion, the wise man brought forth the building of the great library as the important thing to be discussed. 'Could this strange meeting on such a noble mission be other than the doings of fate?' asked the builder. 'Could it have come about at all save for my good luck?' asked the wealthy one. 'Are not my years of hard work the sufficient reason for it all?" asked the collector of wisdom." The Philosopher paused. "My friends," said he after a moment's rest, "the library grew into being, paid for by the gold of one, fashioned by the wit of another and housing the product of the toil of the last. As I speak to you I see a light and in the light I see a great purpose forming, and a great mind broods over it and gold rises out of the earth to rear its walls and the mind of a man fashions the gold, and now the purpose is finished and shines like the sun, and other men enter in in darkness and emerge with a light about their heads; they enter in with eyes closed and come out with eyes staring at the world; they enter in mumbling strange things and rush out speaking clearly like the angels of God. And the purpose that I see shining is the Eternal will resting in the Eternal wisdom which the doings of men lift up on the spiritual hills of earth. He, therefore, serves into whose hand is poured the wealth, to enable another of inventive mind to house the creative energy of a third. There is no fate; there is no luck; there is only the slow and painful working out of the plans of the Great Architect over whose shining pages travel the eager eyes of men, striving and striving to read the golden lines of the blue prints before them so that they may labor freely and intelligently, each according to the capacities of his soul, in the upbuilding of great purposes of God."

Spanking

A young lady pushing a baby buggy started across the street against a traffic light. Warned by a traffic officer, she kept right on. When he followed her and tried to bring her back to the curb, she slapped his face. He had to call a police wagon, and after much struggling she was landed in the station and booked for appearance in the police court.

A well-dressed and intelligent looking person, too! Yet in court she defied the police department and sassed the judge.

The cop had the goods on her. He brought thirty willing witnesses for the prosecution, many of them that young lady's neighbors. She had a jury trial, as she demanded, and the jury found her guilty so quick it made her head swim.

The judge took the sentence under advisement.

"I wonder," wrote a newspaper editor gently, "whether this young lady, who so lightly risks the life of herself and a child, and goes into a tantrum when she is protected from her own folly, was spanked in her childhood."

The judge, after careful consideration, offered to let her go if she would apologize to the policeman. Otherwise she must spend two days in a reformatory. She chose the two days.

When all's said and done, there's much merit in spanking.

(From the Bangor Daily News.)

Well, boys and girls, what are we to think of that young lady? Is the editor right? Did she need spanking in her youth?

I have always found girls and boys honest and truthful. I shall be interested to have you write me (care of the Journal of Education) just what you think. I have been writing letters to you for four years. Now I want you to write me a letter, every one of you. Give me your honest opinion of this young lady's conduct.

Poor Old Rip!

Rumple-Stilt-Skins sat on the rock and rolled his ten-pin ball over and over on his lap.

"It seems to me," he said to his companion, "that this fellow Rip Van Winkle is a pretty good sleeper. Let me see! Let me see! It is ten years ago since the grand ball. It was that afternoon that he dozed off into this sleep of his. He has never turned over since. I have tickled his nose with a straw and he has not even sneezed. I have yelled in his ear and he has not moved an eye-lid. What a shock the old fellow will get when he does wake up! Yesterday I saw an automobile go snorting along the trail that old Rip made such hard work of when he carried the barrel of liquor to this spot; today, I saw an airplane roaring at the edge of a cloud. Poor old Rip! He is sleeping right through one of the most interesting periods of the world's history."

Rumple-Stilt-Skins' companion took off his high peaked hat and wiped his bald spot.

"I know a man like that who lives in Boston. He is a very good sleeper, too, only he sleeps with his eyes open. Yes, he sleeps all day long with his eyes open. He walks around fast asleep. He sleeps while he works. When he was a boy his teacher tried to show him the wonder of learning, but he snored something awful. He snored so loud that the poor woman had to give up in despair. When this man went to work his boss said: 'Now Jacob, I have a good job waiting for you with lots of pay if you will stay awake long enough to get it. All you have to do is stay awake and work hard.' Poor Jacob! He was asleep before the boss finished talking to him. He worked hard in his sleep, but the job with the money went to someone else. Today Jacob is still asleep. He thinks Lincoln is president. He thinks radio is a patent medicine. He thinks the earth is flat. Once a week he goes to a cheap movie and laughs at Aesop's Fables. Once a week he reads a cheap novel. Once a week he eats corned-beef hash for supper. He loves the People's Corner in the newspaper and all the murders and things. Poor old Jacob! What a pretty century to pick out to sleep in!"

"Well," said Rumple-Stilt-Skins, "I guess we had better go along. A man down in Texas is trying to talk to the planet Mars and I want to hear the first word that comes across."

Dream-Flutes and Dream-Drums

In a letter to a friend Lafcadio Hearn once called attention to the beauty or ugliness of words. To his mind words became almost persons, living strange lives and telling strange tales and carrying messages of love and beauty like carrier pigeons about with them. As I read the lines which I am going to quote below, I could not help feeling that all he said was true,—that words hiss like snakes in the mouths of angry people—that they fall like gentle rain from the lips of the merciful—that they carry war or peace—that they strike like the lightning or lift up the darkness like the rising sun. What a beautiful class exercise can be built up around the study of the saying and doing of WORDS! Here is what the great writer Hearn says about them:—

"Because people cannot see the color of words, the tint of words, the sacred ghostly motion of words:—

"Because they cannot hear the whispering of words, the rustling of the procession of letters, the dream-flutes and dream-drums which are so thinly and weirdly played by words:—

"Because they cannot perceive the pouting of words, the frowning and fuming of words, the weeping, the raging and racketing and rioting of words:—

"Because they are insensible to the fragrance of words, the noisomeness of words, the tenderness or hardness, the dryness or juiciness of words,—the interchange of values in the gold, the silver, the brass and the copper of words:—

"Is that any reason why we should not try to make them hear, to make them see, to make them feel?"

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Journal of Education

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EDUCATION IN ACTION

Teachers End Strike; No Heat; Start Again

The borough of New Philadelphia, Pa., recent school strike was called off and the teachers returned to the school building to resume sessions only to find there was no coal in the cellar. They walked out again. The strike had been in effect for several weeks, the first walkout occurring when the instructors got tired of waiting to be paid. The school district is in straitened financial circumstances, and the temporary return was occasioned by assurance that they would be "taken care of."

Inventor to "Relax" In Mathematics Study

Professor Louis A. Hazeltine, who invented the neutrodyne radio hook-up while teaching mathematics in Stevens Institute of Technology at Hoboken, N. J., has started for Oakland, Calif., to do mathematical research and writing. He has made almost $1,000,000 from his invention. During his eighteen years as a teacher, he explained, he had no time for adventure in the realms of pure mathematics. Now he has money to indulge this hobby and his four others—walking, swimming, canoeing and tennis.

Rural Teachers Will Get Better Protection

Steps to protect school teachers in rural areas of British Columbia will be taken by the Canadian Department of Education. As a warning to school boards which subject young teachers to unjustified criticism, the department suspended the entire board at Nixon Creek, Vancouver Island, where it was reported that the authorities had ill-treated the local teacher. Similar steps will be taken where teachers are subject to difficulties of this kind. The government intends, however, to re-establish local control of school affairs in all districts as conditions warrant.

White Plains Begins Model High School

Excavation has been started in White Plains, N. Y., on the $1,500,000 high school, which is to be the best equipped institution of its kind in the country. A feature to be included in each classroom will be a radio loud speaker. On the main floor there will be an auditorium, seating 1,500; the administration offices, music room, public speaking room, girls' gymnasium, cafeteria and kitchen. On the second floor will be the library, two study halls, laboratories, and boys' gymnasium, with a playing floor of fifty by ninety-four feet. A master control radio will be in the administrative offices, and when programs suitable for the pupils are broadcast they will be distributed to every classroom. A health service room, providing for physical inspection of pupils, eye and ear tests, class work in health education and rest rooms for girls, is another feature.

"Gets Too Fresh" To Earn Degree

The procedure known as "getting too fresh" was advanced by Merton O. Phillips, Jr., post-graduate student at University of Chicago, as one way of earning a college degree. Several young women complained that Phillips had been bold to the point of impudence and insult. Arrested, he explained that he was engaged in a special study leading to the degree of doctor of philosophy.

Applause at Debate Measured by Machine

A machine to record applause was tested at Ohio State University recently. The device, a product of the mechanics department of the university, shows the volume of applause given by an audience by means of a galvanometre that registers on a dial. It was worked out by Professor Perry W. Ott, head of the department of mechanics, and John W. Ward, assistant director of the engineering experiment station.

Teachers' College Has Drama Hour

A drama hour features the regular Monday assembly of the faculty and student body of the Teachers' College of Boston under the auspices of the Drama Club of the college. Mr. and Mrs. Henry Jewett, directors of the Repertory Theatre of Boston and pioneers of the Repertory movement in America, gave a talk on "The Repertory Idea." Some important topic will be discussed by a leader in a chosen profession each week.

Mexico Plans School Expansion

The present administration in Mexico intends to continue expansion of the public school system "until full educational facilities are granted to every child in the republic." In a statement devoted to "Development of the public school system in Mexico," and designed to present a "few salient facts" not covered in the day-to-day report of conditions in Mexico, the Mexican embassy at Washington declared that while "time, money and the gradual training of an army of teachers" are necessary to bring the Mexican educational system to perfection, "the results already achieved fully justified brighter expectations for the future." Special attention is being given to the rural schools as the great mass of the population in Mexico lives in the country.

Family Quits Ranch, School Has to Close

A little red schoolhouse in Spokane County, Wash., was padlocked and the former teacher is seeking a job all because one family didn't like the country. When the fall term opened at Bonser school, in the sparsely populated Four Lakes region, Miss Ione Addington taught two pupils. When the father of these two decided to move, he took the school's total enrollment with him. Another teacher probably will hold her job as long as she cares to stay. Three of her four pupils are her own children.

Community Aid For Junior Colleges

Establishment of municipal junior colleges, half supported by local taxation, was advocated by George F. Zook, president of the University of Akron, to the American Association of Junior Colleges assembled at Fort Worth. Dr. Zook, a pioneer in the junior college movement and organizer of the association, told its members, who came from all parts of the United States, that one of the outstanding needs of the Nation's educational system was the locally supported junior college. The junior college was pointed to as continuation of the high school, and deserving to be maintained on a basis similar to that of the high school, at least to the extent of partial support by municipal taxes. "A junior college in a city of over 25,000 population will increase the number of boys and girls continuing their training beyond the high school," Dr. Zook claimed. He added that an appreciably larger number than now can go away to college will be able to begin their college training, and do it at a much smaller cost because they would be living at home.

May Rejuvenate Welsh Language

Proof that the Welsh tongue is not dying out, it is contended by many, is afforded by the recent issue of the report of the literary committee of the Board of Celtic Studies in Wales on "The Orthography of the Welsh Language." For nearly a quarter of a century the "battle of the letters" has been waged with true Celtic fervor. As soon as the adherents to the new spelling started the campaign to secure uniformity in the orthography, no stone was left unturned in the endeavor to bring this desirable object about. Although the new movement drew to itself many fervent supporters, like all new movements, it met with some opposition. Thus it came about that a battle royal was fought between the old and the new schools. The newly issued report is comprehensive in its survey, and it is evident that every effort was made by the reformers to placate the members of the contending schools. Several alternative forms have been retained. Not only have variant spellings been retained, but variant words differing in sound have also received the blessing of the distinguished band of scholars responsible for the compilation of this little volume.

School Figures For Year 1926

Public elementary and high schools of the United States cost $2,026,308,190 in 1926, as compared with but $251,457,625 in 1903, according to a survey of the latest available data made public by the Bureau of Education. The total number of pupils at that time was 28,296,484 in the United States. Teachers employed in all types of schools numbered 977,291. The total value of the school property was placed at $8,125,085,472, which amount included endowments valued at $1,061,589,042.

State Colleges Cost the Least

The colleges which enroll the highest percentage of students and at the same time have the lowest rates are the publicly supported institutions, it was declared by Walter J. Greenleaf, a specialist in higher education for the Bureau of Education. There are 106 publicly controlled institutions which enroll forty per cent. of all college students; 142 private non-sectarian colleges, enrolling thiry-one per cent., and 376 church controlled institutions, enrolling the balance. Greenleaf made an interesting statement to show how reasonably a boy or girl, with whom every cent's expenditure must count, may obtain higher education. Board and room is the largest item, and this is much less in the South than in the North. Some economical students keep their clothing bills under $100 a year. A thrifty student may keep his total expenses for a year under $300.

Colleges to Copy League Assembly

Plans for a model assembly of the League of Nations, with thirty-five men's and women's colleges participating, to be held at Mount Holyoke College in April, 1929, have been announced by Miss Bonnie Belle Guernsey of Independence, Kan., on behalf of the Mount Holyoke College Forum and the International Relations Club. The assembly will be run on the lines of the Geneva meeting with morning, afternoon and evening sessions. Each delegate to the assembly will represent one of the nations represented at Geneva, and speeches will be given in so far as possible in different languages, interpreters being used to translate the speeches of foreign delegates. After selecting the country which they wish to represent, delegates are expected to keep in close touch with the news of that country in order to be able to present its views to the other nationals.

Scholar Spurns Riches, Says Sorbonne Rector

The cause of scientific research and investigation will not suffer a shortage of men because of the growing lure of wealth. That at least is the opinion of the rector of the University of Paris, known the world over as "the Sorbonne," from the fact that Robert de Sorbon founded its theological faculty in the thirteenth century. "The taste for disinterested work will not disappear any more than that for art or beauty," says the rector. He added: "A discovery leads to a form of glory that is appreciated by the initiated, but it does not forbid one to dream of it leading to fortune. The personal satisfaction that comes from research remains an imperishable urge. No philosopher, no delver into old manuscripts, doubtless no physiologist, will ever be rich; but there will always be some of them. Go into our libraries, our laboratories, into the Pasteur Institute, watch at work the masters of radium. Give people like that the choice of a fine workshop or more salary and they will quickly choose the laboratory."

Students Handling News of Colleges

College students are able to do actual newspaper work, earn extra money, and incidentally circulate college publicity through Press Boards recently organized in many eastern colleges. Even a few years ago college news was written by regular full-time reporters sent out by newspaper editors. Today events in many colleges are reported by students who are responsible to the papers for all college news and are paid by the newspaper at regular rates. Although the press boards grew out of the publicity departments, they are now under separate organizations in most colleges. The press boards relieve the college administration offices of the ordinary detail connected with newspaper articles; they help to prevent false stories or stories which the college wants suppressed from being printed, and other events in college from being misrepresented. The individual student gets invaluable experience and a small salary. The city editors of the various newspapers have expressed their general satisfaction with the student correspondents.

School Revisions Advised By Jersey Commissioner

Radical revision of curricula of normal, high and elementary schools in New Jersey, especially in the development of vocational courses, was urged by Dr. Charles H. Elliott, State Commissioner of Education, in his annual report to the State Board of Education. Complete reorganization of physical training in public schools was also stressed by Dr. Elliott. In this connection he said football and basketball were entirely too strenuous for children of junior high school age. He wanted athletics adapted to the needs of seventh, eighth and ninth grade pupils. Regarding a revision of normal school curricula Dr. Elliott said courses in teacher training should be extended from two to three years and should be materially improved. Dr. Elliott also said the state did not give the proper attention to health education. The work of the division of physical training of the State Department of Education, he added, ought to include not only physical training but health education as well. It cost New Jersey $90,834,810.77 to operate its public schools for the year 1927-28, Dr. Elliott said, of which $68,757,728 went for current expenses. Total enrollment of pupils in public schools, including evening schools, was 772,022 for the year, an increase of 14,743.

School Site Chosen by Poll

Citizens of Norfolk, Va., recently resorted to a referendum when a vote was called as to the suitability of the site for a new school building, with the result that the City Council and School Board's original selection will stand. Building had been well under way, but was partially halted on account of protests by citizens claiming that a different site would be more suitable.

Fraud in College Deficits Is Denied

Commenting on a magazine article entitled "Are the Colleges Playing Poor," R. B. Ogilby, president of Trinity College, declared that a college deliberately maintaining fictitious deficits as a means of appeal for funds is not only dishonest, but foolish as well. "I do not believe that prospective donors are moved by wails about deficits," Dr. Ogilby declared. "Successful business men like to see evidence that their gifts are not only filling real needs, but are being administered with some degree of business skill."

Operate School For Commuters

Carrying still further the comparatively new idea of the extension of education into the home, several educational institutions of Southern California have combined to offer courses to suburbanites in that section for study while traveling to and from their work. The Commuters' School, begun this fall, seeks to open to more profitable use the time spent by many in playing card games or in general reading, and is open to all who ride in the cars of the Pacific Electric Railway. More than twenty courses are listed by the school, with more to follow if the demand warrants. The outstanding appeal of the Commuters' School, aside from its low cost—$18 per course—is the fact that the student is not obliged to carry heavy and bulky textbooks to and from his home each day. Loose leaf books are issued so that a few pages at a time may be carried for study. Station agents of the Pacific Electric act as registrars and salesmen, and otherwise aid the movement.

Teacher Still Waiting for Pay

New York City was "broke" in 1894 and failed to make good on a debt of $26.40 owed to Miss Sarah G. Glover, then a substitute teacher in Public School 68 for twenty-one days' service. Miss Glover was retired after thirty-five years' service recently by the Retirement Board, which credited her with the twenty-one days' service. Miss Glover said she was never paid for the substitute work and that on applying for payment in 1894 she was told that the city did not have the money. M. Samuel Stern, a member of the board, voted in the negative on approving the twenty-one days' service, saying he could not believe the city failed at any time to pay its teachers. He said Miss Glover would be paid if her service was recorded. The debt probably runs close to $100 now if interest is included.

TREND OF THE TIMES

WOMEN constituted a much more important element in the recent presidential elections than in any previous campaign since the suffrage amendment went into effect. Estimates of experts are that the number of votes cast by women was nearly equal to the number of ballots marked by men. The time when one or more women will have to be given places in each Cabinet cannot be far distant, and there is already much speculation whether Mr. Hoover may not set a precedent in this respect.

BANDYING about sums running into the billions, Secretary Mellon of the Treasury Department reveals in his annual report that business, which reached a low point in November and December, 1927, finished the fiscal year ending June 30, 1928, only three per cent. below that of the previous twelve months.

IN FIVE YEARS all first-class mail will be carried by air in the United States, according to W. Irving Glover, Second Assistant Postmaster-General in charge of air mail. "Just as the Post Office Department has been quick to utilize every means of transportation known to man in getting mail to the most remote parts of the country with the utmost speed, so we have decided that the airplane must replace other means of transportation for all first-class mail," Mr. Glover said.

TWENTY MEN were lawyers before they became Presidents of the United States. Two, including Hoover, came from the engineering profession. Four were soldiers, one was a teacher, another a country newspaper editor and two were tailors.

TRAFFIC JAMS involving financial loss, other considerations aside, are bringing business men together to support plans for relief. The country's annual bill for traffic delays is conservatively estimated at $200,000,000,000. In Chicago the estimated cost of traffic congestion is more than $600,000 a day, while in New York the daily cost is put at $1,000,000. Boston is said to run an annual bill of $24,500,000, which does not include another $2,000,000 resulting from accidents.

THE THEORY that evolution has ended and man has reached an equilibrium with nature is disputed by Dr. Ales Hrdlicka, an outstanding American anthropologist. According to all tests man is still as plastic—that is, impressionable and changeable—as he ever was, if not more so, and he is developing new and powerful evolutionary factors of his own. That man is still plastic—reactive to all changes or new influences by proper accommodation—is plain enough, especially to the medical observer and the anthropologist, Dr. Hrdlicka stated.

FIVE-DAY week is a "necessary accompaniment of increasing use of machines and mechanical power," and "substantial progress" toward its adoption had been made during the past two years, were the outstanding points in a recent formal statement by William Green, president of the American Federation of Labor. He said that 514 local unions report that their 165,029 members are now working a five-day forty-hour week.

SPELL-BINDING orators have had their day is the sage conclusion of a keen observer who has pondered all the bright and dark sides of the use of radio in political campaigns. The campaign speaker can no longer pretend to be misquoted in the newspapers nor can he say one thing in the East and deny it in the West, for the radio instantly exposes this sort of duplicity. It was stated that when one sets out to measure the effect of radio broadcasting on the election, he is trying to measure something for which no measuring stick has yet been invented.

NIGHT FLYING of air mail in the United States has achieved a development equaled in no other part of the world, it is stated by the American Air Transport Association. With 7,500 miles of airways lighted, the air mail, express and passenger ships fly 15,000 miles a night in scheduled operations. The world's longest lighted airway, the association states, is the 2,680 miles from San Francisco to New York.

LUMBERMAN of future will need to be as much of a chemist as an expert on timber, on the basis of the picture drawn before a recent meeting of the Associated Foresters at the University of Idaho. Samples of "synthetic lumber" made from sugar cane, cornstalks and sawmill waste were exhibited, to illustrate the changing conditions in the industry, and the remarkable experiments being made with cellulose, the essential constituent of trees and other plant bodies.

The BOOK TABLE

TEACHING AMERICAN HISTORY IN THE MIDDLE GRADES OF THE ELEMENTARY GRADES. By Mary C. Kelty, State Teachers College, Oshkosh, Wis. Cloth. 750 pages (5½ by 10 inches). Delightfully and significantly illustrated. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The elementary years are the school years in which children will develop educationally more than in any other years or else school will so annoy them that they will never function adequately in school activities.

The tendency to coax them, pet them, trying to keep them in school by games and projects, is rarely of any permanent service. These are the years in which they should be allured to the enjoyment of intellectual conquests in school work.

This is the most skilful attempt we have seen to expose every boy and girl in these grades to the greatest conceivable variety of opportunities to become fascinated with some one of a vast number of approaches to American history. This is a great improvement over an attempt to interest all children in some one feature of American history which the author is personally enthusiastic over. This is really a chain store idea of offering customers a variety of things they want enough to pay for the thing they want and carry it home themselves.

A TEACHER'S GEOGRAPHY, EMPHASIZING THE PROBLEM METHOD. By Mendel E. Branom, Harris Teachers College, St. Louis. Cloth. 252 pages (8 by 10 inches). New York: The Macmillan Company.

Where are the schools headed for? Five years ago the idea of "A Teacher's Geography" costing almost as much to make as it cost to produce a School Geography at that time, was unheard of. But there are several hundred thousand teachers in the United States and it is improbable that any other publisher will attempt to challenge the right of Branom to this special teachers' field.

The book is more comprehensive than is any one School Geography. It is usable with any School Geography and is really the sum total of all of them. It is equally adaptable in the teaching of elementary, junior high, senior high school, college or university geography. There has never been a teacher's book on any subject in any way comparable to "A Teacher's Geography." That is all we can say about this wonderful book.

CORRECTIVE PHYSICAL EDUCATION FOR GROUPS. A Textbook of Organization, Theory and Practice. By Charles LeRoy Lawman, M. D., Los Angeles, Claire Comstock and Hazel Cooper, both of Pasadena. Foreword by Carl L. Schrader, Massachusetts State Supervisor of Physical Education. Cloth. 520 pages (6 by 10 inches). Profusely Illustrated. New York: A. S. Barnes and Company.

This is by far the most elaborate as well as most highly scientific publication in its class. No one should assume responsibility for corrective work through physical education without knowing this book, which is supremely important medically, mentally and morally.

MOTHER GOOSE CIRCUS PARADE. By C. F. Pritchard and W. C. White. With Pictures by Stacy H. Wood. Cloth, 9 by 12 inches. New York: E. P. Dutton & Co.

It has all the charm that Mother Goose Stories always have and they have an entirely new picture setting, and the fact that Mother Goose appears as a circus manager for the first time gives a new thrill to every page.

THE STORY OF ENGINEERING IN AMERICA. By Chelsea Fraser, author of "Heroes of the Air." Illustrated. 480 pages. New York: Thomas Y. Crowell Company.

Nothing gives the boy with the spirit of conquest as much of a thrill as accounts of engineering triumphs, and Chelsea Curtis Fraser has rare skill in selecting the most thrilling achievements and the art of so presenting the story as to fascinate any and every reader, young or old. In this book, with 118 illustrations, there is the story of all important engineering achievements, and the author makes road building as exacting as bridge building, railway conquests of mountains, tunneling under rivers and through mountains.

A boy who feels the charm of these engineering adventures is not likely to be trapped by vicious adventures of men who would exploit susceptible youth. A book like this is a great character creator for youth.

PRINCIPLES AND METHODS OF JUNIOR HIGH SCHOOL MATHEMATICS. By J. Herbert Blackhurst, Drake University. The Century Education Series. Edited by Dr. Charles E. Chadsey. New York: The Century Company.

The junior high school needs books in several subjects such as Professor Blackhurst has provided for mathematics.

It was a rather tragic adventure to thrust a complex of elementary and high school students into a scheme which few were prepared to appreciate. There has never been any other administrative adventure that had as many tragic possibilities as had the junior high school.

Mathematics, chemistry, physics, geography and history are artificial and never function in natural situations as isolated units. They are merely convenient for school use. Professor Blackhurst treats mathematics to be learned by students of the seventh, eighth and ninth grades to function in the world beyond academic halls. The student needs mathematics as a functioning relationship rather than a logical relationship, as is the case in the academically classified subjects as commonly studied in school.

In this new approach to learning mathematics in these three years of school life Professor Blackhurst seeks to have the student give worthwhile response to the effort made to learn mathematics. It is such an important departure from the customary teaching of mathematics that it should receive critical and sympathetic attention by all junior high school teachers of mathematics.

THE STUDY OF INTERIOR DECORATION. By Alice and Bettina Jackson, Madison, Wisconsin. Line Drawings by the authors. Cloth. 488 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

The schools must meet the new artistic spirit with an intensive glow of intelligent enthusiasm, and this is the first book that meets the new requirements adequately with information and inspiration.

Books Received

"Extra Classroom Activities." By Riverda H. Jordan. New York: Thomas Y. Crowell.

"Public Discussion and Debate." By A. Craig Baird. Boston: Ginn and Company.

"The Health of Youth." By Florence L. Meredith. Philadelphia: P. Blakiston's Son and Company.

"English Grammar." By Smith, Magee and Seward.—"Exercises and Tests in English." By Sarah McLean Mullen and Muriel Lanz. Boston: Ginn and Company.

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GRINS BETWEEN GRINDS

And How!

"I can't marry him, mother. He's an atheist, and he doesn't believe there is a hell."

"Marry him, my dear, and between us we'll convince him that he's wrong."

The Football Hero

Mrs. Greener (at her first game of football)—"Why, isn't it awful? Why, they will kill that poor boy underneath."

Her daughter (an enthusiast)—"Don't be silly, mother! He doesn't mind it. He's unconscious by this time."—Boston Transcript.

Lost Control

Mrs. Nexdore—"Professor Allegro called at our house yesterday, and my daughter played the piano for him. He just raved over her playing."

Mrs. Nayber—"How rude! Why couldn't he conceal his feelings the way the rest of us do?"

Sure Is

Soap-Box Orator—"All wealth is tainted!"

Listener — "'Ow do you mean, tainted?"

S-B-O—"T'aint yours, is it? Nor t'aint mine!"

The Installment Age

All the morning the teacher had been trying to teach her very small pupils the mysteries of simple addition.

One small boy seemed far behind the others at grasping even the simplest of ideas, and with him the harassed teacher spent quite a lot of time.

"Look here, Leonard!" she began for the fifth time. "Let's suppose your father saves $5 every week for four weeks. What will he have at the end of that time?"

Leonard had his answer ready.

"A graphophone, a new suit, a radio and new furniture for the house," he replied proudly.

Sticking to the Subject

A small boy had fallen into a creek, and a kind old lady had stopped until he was rescued and safely on the bank.

"Dear me, how did you come to fall in?" she asked of the unfortunate boy.

"I didn't come to fall in," he explained, "I came to fish."

The Right Language

Mrs. Timkins was taking her son to school for the first time and, after impressing the schoolmaster with the necessity of his having a thorough education, finished up by saying: "And be sure he learns Latin."

"But, my dear madam," said the master, "Latin is a dead language."

"All right," said Mrs. Timkins, "he'll want it. He's going to be an undertaker."

The Zero Hour

Noggs—"What do they mean by the 'witching hour'?"

Damrowski — "Don't you know? That's the hour when the wife greets you with, 'Well, which story is it this time?'"

Proving a Fallacy

My mother will be surprised when she gets my letter.

"August," she used to say, "You are so stupid that you will never get a job," and in the last month I've had six.

Lying

Pat was arrested for being intoxicated. On being brought before the judge he was asked by the court what he was there for.

Pat—"Your Honor, I was arrested for being intoxicated."

Judge—"Pat, where did you buy the liquor?"

Pat—"Your Honor, I did not buy it. A Scotchman gave it to me."

Judge—"Thirty days for perjury."—Pathfinder.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

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JOURNAL MAIL BAG

Prevention Better Than Cure

Editor, Journal of Education:—

After several years experience working with men and women in prison, Senator Woodbridge N. Ferris suggested that as all men and women in prison were at one time boys and girls in school, the logical place for our work was in the school and the results we have had in the schools for the past seven years have not only been amazing, but will stand the "acid test." We are thoroughly convinced that it is not only better, but far cheaper to "Prepare and Prevent," than to "Repair and Repent," so our work from this time on is going to be especially for school children before they become criminals.

With an annual crime bill fifty per cent. greater than the combined net earnings of every corporation in the United States, it is high time something was being done, and the teachers and principals who have had experience with the Pathfinders are unanimous in their approval of our plan for prevention.

Yours in service,
J. F. Wright,
Executive Secretary.
Pathfinders of America,
312 Lincoln Building,
Detroit, Michigan.

Magna Carta Day

Editor, Journal of Education:—

As many of your readers know, Magna Carta Day, June 15, has taken on, in recent years, a more significant meaning than in the past. Through the efforts of the International Magna Carta Day Association, this day, but not a legal holiday, is set aside by the seven English-speaking nations: Great Britain and Ireland, Canada, Newfoundland, United States of America, Australia, South Africa, and New Zealand, for the annual commemoration of the source of their common liberties, their common legal system, their common language and culture, and their common obligation to one another and to the world. The supreme power for world peace rests in the co-operation of the English-speaking nations and there is a vital need therefore to keep this co-operation so strong and intelligent that it will resist those forces which attempt to destroy it.

Once each year, on June 15, the peoples of these seven nations, divided by many oceans, unite in spirit to renew and remember this co-operation. That date is the birthday of the Magna Carta, which as President Coolidge advises us, is "The Background of All That We Have."

In the churches and Sunday Schools of the seven nations the third Sunday in June is observed as Magna Carta Sunday. The press, quick to see its value, lends its invaluable support. Teachers, quick to sense the world peace value in the kinship of our nations, are impressing upon their classes the significance of the day and the historic event from which it is born.

Magna Carta Day is celebrated as Interdependence Day because the Great Charter, which Elihu Root terms "The greatest of all events in the political development of modern liberty," is the bedrock of our freedom. It is the outstanding day in our concurrent history. Law and language link men and nations and the custom of celebrating Magna Carta Day cements the mutual ties.

Today 200,000,000 people live under the traditions, laws and culture born of Magna Carta. The need of awaking and uniting these millions (not politically) presses hard upon us. Unify these English-speaking millions in mind and spirit and there is created such a power for peace as the world has not yet seen. It is being done more and more every year in the celebration of Magna Carta Day.

Our movement has this year made its greatest growth, and the many thousands of teachers who read the Journal of Education will be particularly interested in knowing the great support given it by public school teachers far and wide.

In April we received a cable from our executive vice-president for New Zealand that the Secondary Schools Association had officially endorsed the movement; and another a few days later that the Prime Minister warmly endorsed the movement as a valuable agency for promoting good will between America and the British Isles. The Prime Minister gave the movement official recognition from the House of Parliament and is the first Premier publicly to recognize our work. The Principals' Association also endorsed our plans, and commended the commemoration to the teachers of the Association.

In Canada the Canadian Teachers Federation warmly approved the movement. One of the outstanding educationalists of Canada will call a meeting for the purpose of forming a national organization. The mayors of Vancouver, Edmonton and Toronto issued proclamations urging the observance of the day, as well as some twenty mayors of smaller places in Canada.

In the United Kingdom negotiations are being undertaken for the formation of a national organization to carry on our work there.

From South Africa we have a most cordial letter of approval from Dr. W. J. Viljoen, director general of educa-

tion, and also a most cordial and helpful letter from the Right Rev. Bishop Gwynne of Egypt-Sudan, stating his action in taking up the celebration with the American Minister in Cairo.

During the last fall and this year correspondence has been carried on with a number of most influential men in Australia and they express the hope that in another year a national organization will have been formed.

We shall be very glad to hear from everyone interested and to send our leaflets, but we would greatly appreciate the enclosure of a two-cent stamp.

Sincerely yours,
J. W. Hamilton,
Founder-Secretary International
Magna Carta Day Association,
Box 512, St. Paul, Minn.

Why

By John T. McGee
Agassiz School, Jamaica Plain, Mass.

He stands before me, face upturned to mine,
And questions why the stars shine bright at night.
Why do the trees grow green? the rivers flow?
Why do the moon and stars give forth their light?

Why does it rain? Why does it snow? What makes
The buds begin to blossom in the May?
Why is the lily white? the gentian blue?
What is it makes the night and what the day?

And I, poor simple fool with man-made lore,
Answer with studied rote his questioning cry,
Then humbly kneeling at my Father's throne
I whisper: "Why, dear God in heaven, why?"

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